9: Hitti 8-5 (ca. 1926) 1928 MD1 Syria MD1
Druze MD6

Other Secret Sects:—The Druze people constitute one of the two leading secret sects found only in Syria, the other being the Nuṣayriyyah inhabiting the mountains north of Tripoli. The Ismā'iliyyah of the Ḥimṣ and Ḥamāh district, another secret sect, are descended from the Assassins,[1] who for two centuries or so struck awe and terror into the hearts of the Crusaders, and are represented today by a few other sectarians in Persia and India. The Yezidis, so-called devil worshipers, practice their hidden rites in the out-of-the-way hills between Antioch and Aleppo and have coreligionists in Kurdistān and Armenia.

Special Interest of this Study:—But of all these sects Druzism is perhaps the most interesting and important. It is still a living force. Its followers form to the present day a vigorous and flourishing community in the Lebanon. Its learned system has not changed since it was first inaugurated in the early part of the eleventh century. The Islam of the Near East has changed and adapted itself to the requirements of the varying conditions. The Christianity of the Near East has changed. But the Druze system has been and still is the same.

The modernizing influence has in late years brought within its sphere quite a large number of the young and uninitiated Druzes. The report of the American University of Beirūt for last year indicates that there are in that institution alone thirty-six Druze students and five Druze teachers. But no one with first-hand knowledge of the situation would go so far as even to recognize the existence of a "modernist movement" alleged to be aiming at divulging the Druze beliefs, much less to declare "It is understood that Dr. Bliss of Beirūt will be the probable intermediary of communication with the western world if this disclosure takes place."[2]

In fact the outside world knows so little about the contents of this religion that in a recent session of the Permanent Mandates

---

[1] Arabic *Ḥashshāshīn* — those addicted to the use of a stupefying weed.

[2] De Lacy O'Leary, *A Short History of the Fatimid Khalifate* (London, 1923), p. 244. Dr. Bliss died in 1920.

14:International Bank S-5 (1954)1955 MD1 Syria MD1

nity. No effort is now made to determine what happens to school graduates and how useful their training has been. It is generally recognized that their education simply does not meet the requirements. The law on technical education originally provided for the establishment of a committee consisting of representatives of the Ministry of Education, the Ministry of National Economy, the Chambers of Commerce and Industry and other economic interests. This committee was to determine the types of vocational education needed and generally to facilitate such training and the subsequent employment of school graduates. Unfortunately it met only once and was apparently allowed to die for want of interest on the part of the Ministry of Education. A continuing committee of this type should once more be established. Its functions should be to undertake a critical appraisal of curricula, equipment and teaching staff; to devise means of relating vocational school education to in-service training in factories, banks and commercial houses; to assist in establishing a check on graduates and the usefulness of their training; and to make periodic visits to vocational institutions. This committee should also be asked to review the utility of the apprenticeship schools. In our opinion these schools are unlikely to provide training which would not be better acquired in existing shops and factories.

Adult Education

Aside from the educational work carried on in the army and some literacy courses conducted by private societies, no facilities for adult education exist in Syria. The mission believes that a program of "fundamental" adult education should be started not simply to combat illiteracy, which is still high among adults, but especially to enable people to acquire the practical knowledge which will help them to improve living conditions through their own efforts. A program on a large scale would manifestly be impracticable in the near future. We suggest that it be initiated as part of the program for the gradual introduction of community workers into the villages, recommended elsewhere in this report. Existing school teachers can be used in the adult education program, although they would need special supplementary training, since the subject matter and methods of instruction would obviously be different from those in the regular schools. For this reason it would be necessary to introduce courses on fundamental education into the curriculum of teachers' training colleges. To get the

14:International Bank S-5 (1954) 1955 MD1 Syria MD1

873 program off to a good start the services of an expert or a small mission should be requested from UNESCO which has accumulated considerable experience in techniques of fundamental education and which was active in Syria during 1952 and 1953 in the field of vocational training.

Higher Education

Higher education has made substantial progress. The Syrian University, which started in 1919 with schools of medicine and law, now includes also faculties of letters and of sciences, schools of pharmacy, dentistry and engineering and a Higher Teachers' Training College. In 1952-53 the University had 2,580 students. In Aleppo a school of engineering has also been established. Yet a further expansion and improvement of facilities will undoubtedly be necessary since the development program will sharply increase the demand for well-trained teachers, doctors, engineers, civil servants and other qualified personnel. The University will need more teachers, equipment, laboratories and libraries. Although many Syrians will inevitably have to go abroad for special types of training, Syria should be able gradually to provide broader opportunities for higher education at home. The mission suggests that the government appoint a special committee to draw up recommendations for improving and expanding the University in line with the requirements of the economic development program that might be adopted. Such recommendations will undoubtedly entail larger expenditures on higher education, which the mission has taken into account.

658 871 *School Building*

In recent years Syria has apparently been spending about £S 2.5 million annually on new schools. Of this amount, approximately £S 1.4 million has come from municipal or local funds. We do not think that the government should spend, on the average, more than this for school building over the next six years. More could be achieved with such an expenditure, however, by economizing on the cost of construction and requiring [346] more local self-help. Secondary schools built by the Ministry of Public Works, for example, have been excessively expensive owing to their monumental character, the use of costly building materials such as carved stone and other features of a luxury nature. The past cost of £S 150-200 per

14:International Bank S-5 (1954) 1955 MD1 Syria MD1

and able to do the practical work on the farm themselves. We suggest therefore that the present curricula be reviewed by a committee consisting of representatives of the Ministry and agriculturists, with the object of putting greater stress on manual training and on practical problems.

There is need for a vocational agricultural school in the Djebel Druze and the Hauran. For the time being this need could be met by broadening the curriculum of the Dera'a school, including special courses in agriculture. Stress should be laid on horticulture and fruit processing. In addition, at least one other school, preferably at Aleppo, should be raised to the same standards as Kharabo.

Elsewhere we have recommended that the curriculum include a mechanical training course.

We have also recommended the establishment of a secondary agricultural vocational school in Kamichliye. It should be located on soil most typical of the region and should have grounds adequate for experimental and demonstration plots, including an irrigation area. This school should become the headquarters for all agricultural education and extension work in the Jezireh; its curriculum should include courses on farming systems and the economics of mechanized agriculture. The third and fourth year curriculum should permit a choice between a technical course of study oriented towards machinery, repairs and maintenance, and an administrative course of study emphasizing economics and administration. We would expect enrollment to be 100-150 from 1957 on.

Adult education. Farmers should have an opportunity for formal instruction in the principles of good farm management and animal husbandry. Elsewhere we have suggested a pilot fundamental education program which would, among other things, include agriculture in its scope. Quite apart from this we believe that the rural elementary schools which provide instruction in agriculture should offer evening courses in which, with the help of proper visual aids, farmers could learn about improved crop rotation, better cultivation and weed control, means of identifying and combating pests and diseases and the like. Mobile trailers equipped with slide and moving picture projectors might be useful. In addition, we suggest raising the standards of mechanical farming by starting special courses at Kamichliye and probably at Aleppo for machinery owners, operators and mechanics. The first would be taught how to select proper farm machinery, supervise its operation and would learn the economics of mechanical farming. The second would be given practical training in opera-

14:International Bank S-5 (1954)1955 MD1 Syria MD1

tion, maintenance and elementary repair of machinery. These courses could be organized with the help of an FAO expert and in cooperation with farm machinery dealers. They might be given under the aegis of the agricultural school at Aleppo and the proposed school at Kamichliye.

Certificates of competence should be awarded after suitable tests; if employers were to increase the pay of holders of such certificates, this might provide an incentive to workers to take such courses.

University level. Syria has no agricultural college or faculty; all the top staff of the Ministry of Agriculture have been trained abroad. The government and the Ministry send students to Egypt, Europe and the United States; the FAO and other organizations grant fellowships to Syrians. In 1953, 58 agricultural students were studying abroad in various fields—37 in Egypt, 11 in France and 10 in the United States.

Syria will be in great need of agronomists, agriculturists and veterinarians in the coming years. For the time being the total of fellowships should be increased to permit foreign study by 15-20 more students each year. The curriculum of the secondary school should also be expanded, as indicated above, to include one or two years of special work, for immediate and pressing needs.

Research

Syria had 18 experimental stations in 1954. They are well dispersed throughout the provinces and have reasonably good facilities and adequate grounds. Eight of the stations, in the provinces of Damascus, Hauran, Homs, Hama, Euphrates and the Jezireh, are engaged mainly in cereal and field crop research; the rest in horticultural work. Unfortunately, the stations work more or less independently of each other and this lack of coordination, coupled with staff and budgetary deficiencies, greatly impairs their effectiveness.

Despite the government's commendable efforts to offer Syrian personnel courses of study abroad, well-trained agronomists, horticulturists, agricultural engineers, zoological technicians and veterinarians will be lacking for some years to come. This suggests the advisability of limiting the extent of experimentation in the 18 understaffed stations.

Coordinated and central programming for future research is essential; this should be the task of one station, which may become the nucleus of a future Central Research Station. For the time being, we suggest that

14:International Bank S-5 (1954) 1955 MD1 Syria MD1

872 per 1,000 of the population, but in the Jezireh it is only 53 while in the Djebel Druze it is 152. The number of schools, which for Syria as a whole averages 0.7 per thousand people, varies regionally from 0.53 in Aleppo to 1.62 in the Djebel Druze. Similarly, while the country has an average of 2.56 teachers per thousand people, Latakia has only 1.94 and the Djebel Druze 4.01. It is apparent that, proportionately, in some areas three times as many are receiving primary education as in other areas.

For 1952-53, there were 8,541 primary school teachers in Syria. The pupil-teacher ratio was 36 for Syria as a whole; it ranged from 26 in the Jezireh to 41 in the Hauran and 43 in Homs.

Many factors have affected the distribution of educational facilities and the extent of school attendance. There is naturally a better provision for schools in the older settled areas than in the Jezireh, which has been developed only in the last decade and a half. School attendance is higher in the more densely populated districts than in areas, like the Jezireh, where the population is sparse and scattered and children may be deterred from attending by the distance from the nearest school. Thus, while the Jezireh has the fewest schools in relation to the population, it also has the highest proportion of teachers to school attendance. Economic pressure also keeps children out of school or causes them to leave before finishing, although in areas where the educational tradition is strong, as is apparently the case in the Djebel Druze, school attendance may be high despite a rather low standard of living.

Intermediate and Secondary Schools

873 There is one secondary school for every 20,400 people, with an average of 276 pupils and 17 teachers per school. Records show that the number of children attending intermediate and secondary schools in 1952-53 was 47,670 out of an estimated 425,000 of school age. In other words, only 11.2% of school age children were attending secondary schools at all. Even if we include those receiving post-primary education in technical, agricultural and intermediate schools, the percentage does not rise above 12%. Thus less than one out of eight children in Syria receives any formal education beyond the primary grades.

Private schools represent 65% of all secondary schools, but they have only 40% of the secondary school pupils. Only in Latakia is the private school enrollment greater than that of governmental schools. On the other

14:International Bank S-5 (1954)1955 MD1 Syria MD1

hand, 54% of all secondary school teachers teach in private schools, whose financial resources for this purpose are greater.

Again assuming an equal percentage of school age children in each district, it appears that the secondary schools, like the primary schools, are unequally distributed. At this educational level there is an average of 13.5 pupils per 1,000 of the population; but in the Jezireh, as might be expected, the ratio is only 2.7 in contrast to 18.1 in the Djebel Druze, 19.5 in Damascus and 22.3 in Hama. The number of secondary schools, averaging 0.049 per thousand people, ranges from as low as 0.016 in the Jezireh to 0.068 in Damascus and 0.085 in Hama. The average number of teachers is 0.8 per thousand people; in the Jezireh it is 0.2, in Hama 1.1 and in Damascus 1.6. In 1952-53 the secondary pupil-teacher ratio for the country was 16, but varied from 12.1 in the Jezireh and 12.4 in Damascus to 23.7 in the Djebel Druze. As in the case of primary schools, it is clear that the number of teachers cannot be the only limiting factor on attendance, for some areas most deficient in teachers have more children in school than those better supplied.

Vocational Education

Syria has six vocational schools for boys, one for girls and one coeducational, as well as six schools for primary teacher training and two colleges for rural teachers, or a total of 16 schools giving some kind of professional education not of university level.[3] All except one in Deir ez Zor are on or west of the line Damascus-Aleppo; thus the entire eastern portion of Syria with a population of over half a million has just one professional school. Together these schools had 3,881 students in 1952-53,[4] a figure to be contrasted with the estimated 60,000 young people who enter the labor market each year.

The principal shortcoming of the present system of vocational education is the great gulf between the training and instruction given and that which is really required for skilled jobs. Unfortunately the Ministry and the schools maintain no liaison with the businessmen and industrialists for whom they are presumably turning out graduates. Nothing is done to place graduates in private employment; the Ministry of Education simply

[3] Agricultural schools above the primary level are discussed separately elsewhere; there are five of these.

[4] Including 1,670 in technical vocational schools and 2,202 in teacher-training.

EDUCATION

873

عدد الطلاب والمدرس والمدرسين في المدارس الثانوية حسب النوع المدارس والمحافظات ١٩٥٢/١٩٥٣

NUMBER OF PUPILS, SCHOOLS AND TEACHERS IN SECONDARY SCHOOLS, BY TYPE OF SCHOOL AND MOHAFAZAT, 1952 — 1953

Table No. 5

جدول رقم ٥

MOHAFAZAT	Pupils الطلاب			Schools المدارس				Teachers المدرسين	
	Total المجموع	Males ذكور	Females اناث	Total المجموع	Males ذكور	Females اناث	Mixed مختلطة		
Grand total	44,670	33,243	11,427	181	99	57	25	3,150	المجموع العام
Government Schools									المدارس الرسمية
total	27,144	19,990	7,154	57	34	20	3	1,200	ـ المجموع
— Damascus	7,543	5,075	2,468	19	11	8	—	456	ـ دمشق
— Homs	2,145	1,482	663	4	3	1	—	92	ـ حمص
— Hama	2,949	2,233	707	6	4	2	—	129	ـ حماة
— Latakia	4,252	3,015	1,237	7	2	2	3	182	ـ اللاذقية
— Aleppo	5,851	4,362	1,589	11	8	3	—	237	ـ حلب
— Al-Hasakah	547	456	91	3	2	1	—	47	ـ الحسكة
— Deir-ez-Zor	1,252	1,059	193	3	2	1	—	66	ـ دير الزور
— Suwida	1,523	1,398	125	2	1	1	—	58	ـ السويداء
— Dir'a	1,091	1,009	82	2	1	1	—	43	ـ درعا
National Schools —									المدارس الاهلية
total	17,801	14,785	3,016	106	59	27	20	1,527	ـ المجموع
— Damascus	6,486	4,920	1,566	30	17	11	2	677	ـ دمشق
— Homs	1,783	1,537	226	9	6	2	1	146	ـ حمص
— Hama	1,382	1,074	308	10	7	3	—	82	ـ حماة
— Latakia	4,635	3,946	679	33	11	7	15	304	ـ اللاذقية
— Aleppo	2,670	2,389	281	15	10	4	1	233	ـ حلب
— Al-Hasakah	120	91	29	1	—	—	1	9	ـ الحسكة
— Deir-ez-Zor	225	225	—	5	5	—	—	25	ـ دير الزور
— Suwida	234	234	—	1	1	—	—	16	ـ السويداء
— Dir'a	365	369	16	2	2	—	—	34	ـ درعا
Foreign Schools —									المدارس الاجنبية
total	2,725	1,468	1,257	18	6	10	2	423	ـ المجموع
— Damascus	935	467	468	8	2	5	1	148	ـ دمشق
— Homs	55	55	—	1	1	—	—	12	ـ حمص
— Latakia	236	126	110	3	1	2	—	25	ـ اللاذقية
— Aleppo	1,499	820	679	6	2	3	1	148	ـ حلب

Source : Ministry of Education.

المصدر وزارة المعارف

عدد الحاصلين على الشهادة المتوسطة حسب مراكز الامتحان ١٩٤٩ ـ ١٩٥٢

NUMBER OF PERSONS ACQUIRING THE « BREVET » CERTIFICATE, BY EXAMINATION CENTRES 1949 — 1953

Table No. 7

جدول رقم ٧

END OF YEAR	مجموع المراكز Total All Centres	Examination Centres دمشق Damascus	حمص Homs	حماة Hama	اللاذقية Latakia	حلب Aleppo	مراكز الامتحان الحسكة Al Hasakeh	دير الزور Deir-ez-Zor	السويداء Suweida	درعا Dir'a	في نهاية السنة
1949 — Total	1,983	715	348	173	331	493	45	—	—	—	١٩٤٩ ـ المجموع
— Males	1,629	574	208	144	259	402	42	—	—	—	ـ ذكور
— Females	354	139	40	29	62	91	3	—	—	—	ـ اناث
1950 — Total	2,406	940	281	234	366	484	95	—	—	—	١٩٥٠ ـ المجموع
— Males	1,859	657	228	189	303	368	84	—	—	—	ـ ذكور
— Females	549	283	53	45	63	116	11	—	—	—	ـ اناث
1951 — Total	3,630	1,429	366	280	574	853	128	—	—	—	١٩٥١ ـ المجموع
— Males	2,869	1,091	296	224	460	688	110	—	—	—	ـ ذكور
— Females	761	338	70	56	114	165	18	—	—	—	ـ اناث
1952 — Total	3,897	1,519	568	369	670	665	106	—	—	—	١٩٥٢ ـ المجموع
— Males	3,123	1,169	473	310	532	546	93	—	—	—	ـ ذكور
— Females	774	350	95	59	138	119	13	—	—	—	ـ اناث
1953 (*) — Total	4,610	1,565	426	387	1,034	818	59	102	325	94	١٩٥٣ (*) ـ المجموع
— Males	3,565	1,171	360	307	811	586	43	91	113	81	ـ ذكور
— Females	1,045	394	76	80	223	230	16	11	12	13	ـ اناث

Source : Ministry of Education.

(*) As from 1953 an examination centre had been established for every Mohafazat.

المصدر : وزارة المعارف

(*) اعتبارا من عام ١٩٥٣ اصبح لكل مركز محافظة مركز امتحان

873

عدد الحاصلين على شهادة الدراسة التوسطة : ١٩٤١ — ١٩٥٣

NUMBER OF PERSONS ACQUIRING THE « BREVET » CERTIFICATE 1941 — 1953

Table No. 8

جدول رقم ٨

End of Year	المجموع Total	ذكور Males	اناث Females	نهاية السنة
1941	290	243	47	١٩٤١
1942	462	374	88	١٩٤٢
1943	556	394	162	١٩٤٣
1944	677	521	156	١٩٤٤
1945	810	645	165	١٩٤٥
1946	1,039	803	236	١٩٤٦
1947	1,375	1,083	292	١٩٤٧
1948	1,845	1,441	404	١٩٤٨
1949	1,993	1,629	364	١٩٤٩
1950	2,408	1,859	549	١٩٥٠
1951	3,630	2,869	761	١٩٥١
1952	3,893	3,125	768	١٩٥٢
1953	4,610	3,565	1,045	١٩٥٣

Source : Ministry of Education.

المصدر : وزارة المعارف

EDUCATION

8
873

عدد الحاصلين على شهادة الدراسة الثانوية ، ١٩٢٨ ـ ١٩٥٣

NUMBER OF PERSONS ACQUIRING THE SECONDARY SCHOOL CERTIFICATE, 1928 — 1953

Table No. 9. جدول رقم ٩

End of Year	المجموع Total	ذكور Males	اناث Females	نهاية السنة
1928	24	24	—	١٩٢٨
1929	30	30	—	١٩٢٩
1930	40	39	1	١٩٣٠
1931	49	49	—	١٩٣١
1932	46	45	1	١٩٣٢
1933	61	58	3	١٩٣٣
1934	91	85	6	١٩٣٤
1935	81	79	2	١٩٣٥
1936	82	70	12	١٩٣٦
1937	103	96	7	١٩٣٧
1938	136	127	9	١٩٣٨
1939	88	83	5	١٩٣٩
1940	162	142	20	١٩٤٠
1941	143	134	9	١٩٤١
1942	156	144	12	١٩٤٢
1943	125	112	13	١٩٤٣
1944	216	202	14	١٩٤٤
1945	370	333	37	١٩٤٥
1946 (*)	1,155	979	176	(*)١٩٤٦
1947 (*)	666	521	145	(*)١٩٤٧
1948 (*)	750	568	182	(*)١٩٤٨
1949 (*)	749	606	143	(*)١٩٤٩
1950	968	732	236	١٩٥٠
1951	1,243	981	262	١٩٥١
1952	1,429	1,156	273	١٩٥٢
1953	1,700	1,383	317	١٩٥٣

Source : Ministry of Education. المصدر : وزارة المعارف

(*) Prior to 1946, the Secondary School Certificate was the Baccalaureate 2nd Degree, and its issue continued up to 1949, while the new certificate was issued since 1946, to replace the old one.

(*) قبل عام ١٩٤٦ كانت الشهادة تسمى شهادة التعليم الثانوي القسم الثاني ثم احدثت شهادة الدراسة الثانوية عام ١٩٤٦ حيث حلت محل الشهادة السابقة التي بقيت حتى عام ١٩٤٩

طلاب الجامعة السورية حسب الجنس والجنسية للسنة الدراسية ١٩٥٢/١٩٥٣

STUDENTS OF THE SYRIAN UNIVERSITY, BY SEX AND NATIONALITY, 1952/1953.

Table No. 13

جدول رقم ١٣

FACULTY	المجموع Total			Distribution of students by nationality توزيع الطلاب حسب الجنسيات											
				السورية Syrian		اللبنانية Lebanese		العراقية Iraqi		الاردنية Jordanian		الفلسطينية Palestinian		الاخرى Others	
	المجموع Total	ذكر Males	انثى Female	ذكر M.	انثى F.	ذكر M.	انثى F.	ذكر M.	انثى F.	ذكر M.	انثى F.	ذكر M.	انثى F.	ذكر M.	انثى F.
The Syrian University (*)	2,580	2,062	518	1,789	480	43	22	53	6	59	4	91	21	27	5
The Faculty of Law	734	690	44	589	39	22	3	12	1	31	2	26	—	8	—
The Faculty of Medicine - Total	591	431	160	344	131	17	16	36	3	18	—	11	7	5	3
— Medicine Department	350	321	29	261	23	14	2	28	2	10	—	7	2	3	—
— Pharmacy Department	62	50	12	39	11	1	—	—	—	4	—	4	1	2	—
— Dentistry Department	72	60	12	44	6	2	—	10	1	4	—	—	2	—	3
School of Nursing & Midwifery	107	—	107	—	91	—	14	—	—	—	—	—	2	—	—
The Faculty of Engineering	106	102	4	90	4	2	—	—	—	—	—	1	—	—	—
The Faculty of Science (*)	488	379	69	340	64	1	—	3	1	6	1	22	2	7	1
The Faculty of Arts (*)	702	470	232	427	213	1	4	3	1	4	1	29	12	7	1
The Faculty of Pedagogy	351	289	62	281	60	—	—	—	—	—	—	8	2	—	—

Source : Syrian University.

(*) The Faculty of Pedagogy contains 234 students who attend the faculties of Sciences and Arts and whose number is already included under these Faculties. In addition there are 17 Syrian students (8 males and 9 females) who hold the degrees of BA or BSc., whose number is not included elsewhere.

المصدر : الجامعة السورية

(*) ان كلية التربية تضم ٢٣٤ طالبا وطالبة موزعين على كليتي العلوم والآداب وداخلين عدداضمن هاتين الكليتين كما تضم اضافة طلاب وتسع طالبات من حملة الاجازة من الكليتين المذكورتين لا يدخل عددهم في مكان آخر .

التربية والتعليم

873

873

عدد الطلاب والمتخرجين من الجامعة السورية سنة ١٩٥٢/١٩٥٣

NUMBER OF STUDENTS AND GRADUATES OF THE SYRIAN UNIVERSITY, 1952/1953

Table No. 14

جدول رقم ١٤

FACULTY	Students الطلاب			Graduates المتخرجون			الكلية
	Total المجموع	Males ذكور	Fem. اناث	Total المجموع	Males ذكور	Fem. اناث	
The Syrian University (1)	2,581	2,072	509	308	255	53	الجامعة السورية (١)
The Faculty of Law	734	690	44	104	100	4	كلية الحقوق
The Faculty of Medicine - Total	561	431	130	86	63	23	كلية الطب (المجموع)
— Medical Department	350	321	29	53	47	6	— فرع الطب
— Pharmacy Department	62	50	12	13	10	3	— فرع الصيدلة
— Dentistry Department	72	60	12	7	6	1	— فرع طب الاسنان
School of Nursing & Midwifery	107	—	107	13	—	13	مدرسة القابلة والتمريض
The Faculty of Engineering	106	102	4	18	16	2	كلية الهندسة
The Faculty of Science (1)	448	379	69	42	36	6	كلية العلوم (١)
The Faculty of Arts (1)	702	470	232	58	40	18	كلية الآداب (١)
The Faculty of Pedagogy (1)	401	328	74	76	54	22	كلية التربية (١)
Secondary Training-New system	17	8	9	9	4	5	اهلية التعليم الثانوي - نظام جديد
Secondary Training-Old system	334	281	53	25	17	8	" " " "
Teachers Training - Diploma	50	38	12	42	33	9	دبلوم في التربية

Source : The Syrian University

المصدر : الجامعة السورية

(1) Holders of the Secondary Training «Old System» and of the Deploma are already included under the Faculties of Arts and Sciences and so they are not to be added. While the holders of the Secondary Training — «New System» are to be added, as these are holders of a BA or BSc. degrees.

(١) ان عدد حاملي اهلية التعليم الثانوي « النظام القديم » وحاملي دبلوم في التربية يدخل في عداد طلاب كلية العلوم وكلية الآداب ولذا فلا يجمع . اما عدد حاملي اهلية التعليم الثانوي « النظام الجديد » فما كانوا حائزين على اجازة من كلية العلوم او من كلية الآداب فيجمع .

3:Royal Institute of International Affairs U-4 (no date)1954 M1 Middle East
LEBANONMEI
SYRIA MDI

S
L
871
658

mainly Christian) those run by foreigners are now finding it difficult to disarm the suspicions of the Government. In Lebanon, there are almost as many private as state schools and the foreign schools still work without difficulty. There are higher schools for teachers and for agriculture and engineering in Syria and for agriculture in Lebanon, but it is usual for a student to pass from a secondary school directly to a university. The following table shows the various types of schools and number of students.

S
L
872
873
874

Type	Lebanon, 1951		Syria, 1951–2	
	Schools	*Students*	*Schools*	*Students*
State:				
Primary	977	83,252	1,850	237,775
Secondary	..	..	57	26,237
Technical	30	2,381	11	2,146
Teachers	2	165	10	1,233
Reformatory	1	106	—	—
Private	601	84,788	387	65,936
Foreign	149	41,402	56	9,852
Total:	1,760	212,094	2,371	343,179

.. = not available.

(Sources: *Statistical Abstract of Syria, 1951–2*, Damascus, 1952; *Statesman's Year-Book*, 1953).

The American University of Beirut is non-sectarian and has students from all over the Middle East. It encourages the use of Arabic as well as English, and its most renowned faculties are those of medicine and social sciences. The University of St Joseph in Beirut is run by the Society of Jesus. Attached to this university are schools of medicine, law, and theology, subsidized by the French Government and administered by the Society, in which teaching is carried on in the French language. A National University has recently been started by the Lebanese Government. The Syrian National University in Damascus teaches in Arabic and its most important faculties are those of law and medicine. A separate body for the study of the Arabic language is the Arab Academy of Damascus.

Health

S
L
164
744

Malaria and amoebic dysentery are endemic and, though efforts are being made to drain breeding-grounds, preventive medicine is only in a rudimentary stage. Good hospitals exist in the cities and more are under construction; qualified doctors practise in all the towns, but in the villages there is still a lack

63:Simmons et al G-5 (1941-1961) 1964
M1 Middle East
SYRIA M01

sory, according to law, but barely one half of the children are now registered in schools. Outside of Damascus, the literacy rates probably do not exceed 40 per cent among the men and 10 to 20 per cent among the women. Schools are maintained by the government and by private organizations, both national and foreign. The Syrian University, in Damascus, is one of the leading Arab institutions in the Middle East. It includes faculties of law, science, arts and medicine, with subordinate departments of dentistry, pharmacy and nursing, as well as an advanced school for teacher training. An engineering school is established at Aleppo, and, in 1952, a new school for the training of village teachers, with emphasis on home economics and agriculture, was under construction near Damascus.

Vital Statistics

Due to lack of demographic data among large segments of the population, few valid statistics are available. Theoretically, the registration of births and deaths is compulsory, but in the rural areas, away from centers of population, reporting is incomplete. Government officials estimate that the accuracy of the recorded statistics approximates 90 per cent in the cities, but 30 to 60 per cent in the villages, over one half of which have less than 200 inhabitants. Considering the country as a whole, probably 50 to 80 per cent of the births are recorded and, since certificates are required for burial, a slightly higher percentage of the deaths. According to published statistics for 1948, the birth rate for the entire country was calculated at 19.1 per 1,000 population; the death rate, at 6.5 per 1,000 population. The birth rates ranged from 35.3 in the city of Damascus to 9.0 in the rural province of Al Jazira; the death rates, from 13.2 to 2.3, respectively. Evidence derived from informal surveys in different localities, however, suggests that the true birth rates average 30 to 40 per 1,000 population and the death rates 15 to 30 per 1,000 population.

871
212
871
873
874
659
163
165